## NEWS AND NOTES

During the summer months a drive for new members for the National Council of Teachers of Mathematics was conducted in every State in the Union. In so far as possible it was extended to all summer schools attended by secondary school teachers. While it is impossible to give exact figures the increased number of members gives evidence that the drive was effective.

State representatives have been appointed throughout the Nation. They are undertaking an extensive drive this fall. Every reader of the MATHEMATICS TEACHER is urged to help in this drive by urging his fellow teachers to become members of the Council.

The February meeting of the National Council of Teachers of Mathematics will be held in Chicago during the meeting of the Department of Superintendents. Watch the MATHEMATICS TEACHER for the program.

The next regular annual meeting of the Central Association of Science and Mathematic Teachers will be held in St. Louis in November. The mathematic section of this association ranks among the largest and most effective organizations of teachers of high school mathematics in America.

PROFESSOR J. H. MINNICK, President of the National Council of Teachers of Mathematics, has been elected Dean of the School of Education, University of Pennsylvania.

THE Mathematics Club of St. Louis entertained the members of the National Committee on Mathematical Requirements at a joint meeting of the two groups in April, 1921. About two hundred fifty teachers and other educators were present.

Prof. J. W. Young, of Dartmouth, Chairman of the National Committee, emphasized the need of leisure for the teacher of mathematics, insisting that the day a teacher ceases to be a stu-

dent he or she also ceases to be a real teacher. Miss Vevia Blair, of Horace Mann School, New York City, gave some very interesting statistics upon mathematics in its relation to the transference of training. Mr. Raleigh Schorling of the Lincoln School, New York, briefly and humorously told of the place of mathematics in the lives of boys and girls and was followed by Mr. Downey of Boston, who dwelt upon the need of making the subject attractive to the pupils and thus inspiring interest. Prof. C. N. Moore told very interestingly of the value of mathematics in every day life. He showed with quite definite statistics the dependence of civilization upon the results which mathematics has unsealed to the world in general.

Prof. David Eugene Smith was the chief speaker of the evening and was given the last position on the program. His address on mathematics and citizenship was inspiring, his humor catching, his scholarship manifested itself in his grasp of human life and the expression of his thought.

Credit for the success of the banquet-program is due to President Davis, to Miss Meta Eitzen, Secretary-Treasurer, and to Miss Weeks and Mr. Ammerman, members of the Executive Committee of the Mathematics' Club. (William J. Ryan, S. J.)

In order to affiliate more closely with the National Council of Teachers of Mathematics, the Mathematics Section of the Inland Empire Teachers' Association was reorganized at the annual meeting at Spokane, March 30th to April 1st, as the Inland Empire Council of Teachers of Mathematics. It was voted to become a group member of the National Council and also to urge teachers of mathematics in the Inland Empire to take out individual membership in the National Council. The Inland Empire is a term used to indicate Eastern Oregon, Eastern Washington, Northern Idaho and Western Montana, but the Inland Empire Teachers' Association has grown in the last twenty-five years so that it includes many teachers from all portions of these four northwest states.

Professor W. C. Eells of Whitman College was elected first President of the new organization and Miss Jessie Oldt at North Central High School, Spokane, Secretary.

An organization committee composed of Miss Gertrude Kaye of Spokane, Miss Erma Wylder of Almira, and Mr. Russell L. C. Butsch of Sprague, is working out the details of organization. It is planned to have three permanent committees studying present mathematical problems. One of these, with Miss Kaye as Chairman, will undertake, this year, the investigation of the teaching of correlated mathematics in the high schools of the Inland Empire.

At the Spokane meeting the History, Purpose and Value of the National Council of the Teachers of Mathematics, was discussed by Miss Wylder, and a helpful address outlining some of the activities of the Inland Empire Council of Teachers of English was given by Professor W. R. Davis of Whitman College. Miss Kaye then presented the following motion, which was passed unanimously:

"Resolved, That we endorse the plans and purposes of the newly organized National Council of Mathematics' Teachers and that we organize ourselves into the Inland Empire Council of Mathematics Teachers."

The greater part of the meeting was spent in the discussion of the report on College Entrance Requirements in Mathematics of the National Committee on Mathematical Requirements. This was discussed from the standpoint of colleges and universities by Professor Colpitts of Washington State College; from the standpoint of the larger high schools by Miss Kate Bell, Lewis & Clark High School, Spokane; from the standpoint of the smaller high schools by Mr. Russell L. C. Butsch, Sprague; and from the standpoint of the State Superintendent by Mr. Edwin Twitmyer, State High School Inspector of Washington.

The sentiment of the meeting, on the whole, was very favorable to the changes and standards recommended by the National Committee.

THE National Committee on Mathematical Requirements on September 5th held its last meeting under its present form of organization. One phase of its work has come to an end. The manuscript of a summary of the final report of the committee

has been sent to the U. S. Bureau of Education for publication. This summary, which will constitute a bulletin of some eighty pages, virtually presents the first part of the complete report. It contains the following chapters:

I. A Brief Survey of the Report.
II. Aims of Mathematical Instruction—General Principles.
III. Mathematics for Years Seven, Eight and Nine.
IV. Mathematics for Years Ten, Eleven and Twelve.
V. College Entrance Requirements in Mathematics.
VI. List of Propositions in Plane and Solid Geometry.
VII. The Function Concept in Elementary Mathematics.
VIII. Terms and Symbols in Elementary Mathematics.

And also a brief synopsis of the remaining chapters of the complete report. It is expected that this summary will appear late in November or early in December.

It was the original intention of the committee to publish its complete report also through the U. S. Bureau of Education. It was found, however, that this would involve a delay of two or three years in view of the fact that it would have been necessary for the Bureau of Education to issue the report in parts extending over a considerable period of time. It is hoped at present that sufficient funds will be obtainable to print the report during the winter and to distribute it free of charge to all who are sufficiently interested to ask for it. The complete report will constitute a volume of about five hundred pages. In addition to the chapters listed in the summary, it will contain an account of a number of investigations instituted by the committee. Among these may be mentioned:

The Present Status of Disciplinary Values in Education; A Critical Study of the Correlation Method Applied to Grades; Mathematical Curricula in Foreign Countries; Mathematics in Experimental Schools; The Use of Mental Tests in the Teaching of Mathematics; The Training of Teachers of Mathematics.

There will also be included an extensive bibliography on the teaching of mathematics.

In closing this phase of its work, the committee desires to extend its most cordial thanks to all the individuals and organ-

izations that have helped. The response secured by the committee to its appeal for assistance in solving the many problems facing it has been extremely enthusiastic and gratifying. This leads the committee to look forward to the future optimistically. The real work for which the committee was appointed may be said to begin with the publication of its report rather than to end with it. Continued enthusiastic activity on the part of all individuals and organizations concerned with the teaching of mathematics is needed over a period of many years to put the recommendations of the committee into effect, to test their validity and to modify them in ways that experience shows to be desirable. In order to be of assistance in this direction, the committee hopes to be able to maintain an office with a certain amount of clerical help during the next few years so that it may continue to act as a clearing house for ideas and to stimulate the discussion of problems relating to the teaching of mathematics among the nearly one hundred organizations that have in the past been actively cooperating with the committee.

The recommendations of the National Committee have been made the object of classroom presentation and discussion at a large number of summer schools throughout the country this summer. Indeed some of the most prominent institutions have built the work in mathematics intended for the preparation of teachers around the various preliminary reports of the National Committee.

Professor E. R. Hedrick of the University of Missouri lectured before a number of institutions on behalf of the National Committee from June 20th to August 9th. The institutions visited were

The University of Texas; the University of Oklahoma; the University of Nebraska; the State Normal Schools at Peru and Kearney, Nebraska; the University of Chicago; the University of Iowa; Iowa State Teachers' College; the University of Michigan; Northwestern University.

Professor Hedrick was enthusiastically received at all of these institutions.